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| **Lauderdale County Schools – Weekly Lesson Plan** | | | | | | | | | |
| **Teacher:** | Jessica Myers | | | **Grade:** | | PreK-K | **Week Beginning:** | | October 13, 2014 |
| **Unit Title:** | Parachute/Balance | | | **Subject:** | | Physical education | | | |
| **Monday S** | | **Tuesday T** | **Wednesday I** | | **Thursday G** | | | **Friday E** | |

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| **Standards and Objectives:** | | | | |
| **The Learner Will……** | **The Learner Will……** | **The Learner Will……** | **The Learner Will……** | **The Learner Will……** |
| -Travel in personal and general space while playing Ready Spaghetti. 1.1.3  -identify locomotor skills of run, walk, jump, hop, gallop, and skip when demonstrated by a partner. 2.1.2  -participate in all locomotor movement challenges during physical education class.  3.1.1  -perform locomotor movements without bumping into others. 5.2.2 | -use upper body strength while participating in parachute activities. 4.2.2  -maintain momentary stillness when freezing with parachute. 2.2.4  -perform movements that are opposites: fast, slow, up, down, gentle, rough, etc.  -interact positively with others during physical activity. 6.2.4 | -use upper body strength while participating in parachute activities. 4.2.2  -maintain momentary stillness when freezing with parachute. 2.2.4  -perform movements that are opposites: fast, slow, up, down, gentle, rough, etc.  -interact positively with others during physical activity. 6.2.4 | -use upper body strength while participating in parachute activities. 4.2.2  -maintain momentary stillness when freezing with parachute. 2.2.4  -perform movements that are opposites: fast, slow, up, down, gentle, rough, etc.  -interact positively with others during physical activity. 6.2.4 | -balance, demonstrating momentary stillness n symmetrical and non-symmetrical shapes, on a variety of body parts. 1.2.9  -maintain momentary stillness bearing weight on a variety of body parts. 2.2.3  -work on assigned tasks individual or with others in a productive manner. 5.2.2 |

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| **Activities/Agenda:** | | | | |
| **Opening Activity:** | **Opening Activity:** | **Opening Activity:** | **Opening Activity:** | **Opening Activity:** |
| Students will continue to practice moving on the 100 chart. Moving in straight line if in front then back.  Exercise video  What locomotor movements did we learn last time you were in class? Today we are going to gallop and skip | Students will continue to practice moving on the 100 chart. Moving in straight line if in front then back.  Exercise video  What is a parachute? Have you ever used a parachute? Today we are going to make our arms strong while playing with a parachute. | Students will continue to practice moving on the 100 chart. Moving in straight line if in front then back.  Exercise video  What is a parachute? Have you ever used a parachute? Today we are going to make our arms strong while playing with a parachute. | Students will continue to practice moving on the 100 chart. Moving in straight line if in front then back.  Exercise video  What is a parachute? Have you ever used a parachute? Today we are going to make our arms strong while playing with a parachute. | Students will continue to practice moving on the 100 chart. Moving in straight line if in front then back.  Exercise video  Today we are going to balance on different body parts. What do you think balance means?  Vocabulary- balance: an even distribution of weight |
| **Instruction:** | **Instruction:** | **Instruction:** | **Instruction:** | **Instruction:** |
| -Rhythm: Do the Dragon  -Review walk, slide, hop, jump. How would you explain a…? (analyze)  -Introduce galloping: What animal gallops? (remember) Demonstrate gallop: One leg leads the other follows. Why do you think this is called a gallop? (analyze) What do you need to do with your front leg to make this a gallop? (evaluate) Gallop around the gym.  -Barns and horses: Students will gallop to the different barns around room. What can we do to make our game different? (create) Call a barn color and have students hop back home. .  -Introduce skipping- step hop, step hop. Everyone performs skip slowly. As students understand concept they can increase speed. What other locomotor movement do we use when we skip? How is it the same? Different? (understand)  -Ready Spaghetti- Name locomotor movement, level, and speed. When command of Ready Spaghetti is given students move. If command other than Ready Spaghetti is given students remain frozen. Tell me why you moved when I said… Tell me why you did not move when I said…. What other times should you follow direction in school? (understand) At home?  -Partner up and perform your favorite locomotor movement. What is the most important part of the locomotor movement you performed? (create) See if partner can guess what movement you are performing. | Rhythm: Make any shape and freeze.  -What does fit mean? Do you think you are fit? To use a parachute you use your muscles and make your heart beat fast. It makes you fit.  -Parachute rules: Keep feet off parachute. What do you think would happen if you stepped on the parachute on the slick floor? Why? Only go under the parachute if I say your name. Why won’t I let you go under the parachute until I call your name?  - Spread parachute out and have students come one at a time to stand behind parachute. Everyone picks parachute up at same time.  -Speeds: Shake parachute slowly. Shake as fast as you can. Freeze. Imagine a storm is coming. The wind starts slow, it starts to get faster, now a hurricane! Repeat 3 times. Shake fast. What is the opposite of fast? Shake slow.  -Levels: down, up, low, high, middle. Hold it up, up, up. What is the opposite of up? Bring parachute down.  -Under the chute: Call a student’s name. The student will run under the parachute and back out to their place. Complete the circle with every student.  What was it like to go under the parachute? What body parts are over the parachute when you are holding it?  -Everyone have a seat with legs straight under parachute. Kick legs slow, fast. Put hands on head now walk down legs and count to five, walk back up to head count 5, 4,3,2,1. Repeat 3 times  -Mushroom: In sitting position lift parachute up, then down. Do this a few times until children get motion down. On up have children go under the parachute and sit a minute. Scoot out and stand up. What did we have to do to make this work? What can we do to mushroom the parachute better?  -Pop corn: put fluff balls in center of parachute. Have students shake slow and fast, up and down.  -To End: Have students drop chute put hands on head. Pick chute up and have students line up. | Rhythm: Make any shape and freeze.  -What does fit mean? Do you think you are fit? To use a parachute you use your muscles and make your heart beat fast. It makes you fit.  -Parachute rules: Keep feet off parachute. What do you think would happen if you stepped on the parachute on the slick floor? Why? Only go under the parachute if I say your name. Why won’t I let you go under the parachute until I call your name?  - Spread parachute out and have students come one at a time to stand behind parachute. Everyone picks parachute up at same time.  -Speeds: Shake parachute slowly. Shake as fast as you can. Freeze. Imagine a storm is coming. The wind starts slow, it starts to get faster, now a hurricane! Repeat 3 times. Shake fast. What is the opposite of fast? Shake slow.  -Levels: down, up, low, high, middle. Hold it up, up, up. What is the opposite of up? Bring parachute down.  -Under the chute: Call a student’s name. The student will run under the parachute and back out to their place. Complete the circle with every student.  What was it like to go under the parachute? What body parts are over the parachute when you are holding it?  -Everyone have a seat with legs straight under parachute. Kick legs slow, fast. Put hands on head now walk down legs and count to five, walk back up to head count 5, 4,3,2,1. Repeat 3 times  -Mushroom: In sitting position lift parachute up, then down. Do this a few times until children get motion down. On up have children go under the parachute and sit a minute. Scoot out and stand up. What did we have to do to make this work? What can we do to mushroom the parachute better?  -Pop corn: put fluff balls in center of parachute. 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What is the opposite of up? Bring parachute down.  -Under the chute: Call a student’s name. The student will run under the parachute and back out to their place. Complete the circle with every student.  What was it like to go under the parachute? What body parts are over the parachute when you are holding it?  -Everyone have a seat with legs straight under parachute. Kick legs slow, fast. Put hands on head now walk down legs and count to five, walk back up to head count 5, 4,3,2,1. Repeat 3 times  -Mushroom: In sitting position lift parachute up, then down. Do this a few times until children get motion down. On up have children go under the parachute and sit a minute. Scoot out and stand up. What did we have to do to make this work? What can we do to mushroom the parachute better?  -Pop corn: put fluff balls in center of parachute. Have students shake slow and fast, up and down.  -To End: Have students drop chute put hands on head. Pick chute up and have students line up. | -Rhythm:  - Whole group- Discuss learning cues for balance. Stillness, control, tightness. What does it mean to be still? (remember) How would you show control of your body? (apply) What is something that can be tight? (understand) Landing Pad: perform the different locomotor movements. On freeze hold a number up (1-4) and children will freeze balanced on that number of body parts. Why do you think you had trouble being still? (Analyze)  -Wide and narrow bases of support. Have students experiment with wide and narrow bases of support, high and low basses of support. See how you far you can spread your feet and still balance.  What changes can you make to improve your control? (evaluate) Have students balance with feet closer together and determine when they get still. How can you improve your tightness? (evaluate) Compare and contrast the wide and narrow support. Why do you think the wide support was better? (analyze)  - Balance puzzles: Move hands and legs toward each other until they touch. Do you feel stable? What does stable mean? Have students count the body parts on the balance puzzle then use that number of body parts. Discuss what happens when you take a body part away or add a body part. What is the advantage of having more body parts on the floor? (analyze)  -Partner show and tell- find a partner and show them your favorite balance. What is your favorite balance? Why? (create) |
| **Lesson Closure:** | **Lesson Closure:** | **Lesson Closure:** | **Lesson Closure:** | **Lesson Closure:** |
| Write the word skip.  Perform a walk, slide, hop, jump, gallop, and skip and have students identify. | Feel arm muscles. Do you think the parachute made your muscles stronger? How? | Feel arm muscles. Do you think the parachute made your muscles stronger? How? | . Feel arm muscles. Do you think the parachute made your muscles stronger? How? | Say the three learning cues for balance.  Write the letter for the beginning sound of balance. K will write on paper. PreK will write with finger. |
| **Early Finishers:** | **Early Finishers:** | **Early Finishers:** | **Early Finishers:** | **Early Finishers:** |
| NONE | NONE | NONE | NONE | NONE |
| **Guiding Questions:** | **Guiding Questions:** | **Guiding Questions:** | **Guiding Questions:** | **Guiding Questions:** |
| How would you explain a…? What animal gallops? Why do you think this is called a gallop? What do you need to do with your front leg to make this a gallop? What can we do to make our game different?  What other locomotor movement do we use when we skip? How is it the same? Different? What other times should you follow direction in school? At home? What is the most important part of the locomotor movement you performed? | What is a parachute? Have you ever used a parachute? What does fit mean? Do you think you are fit? What do you think would happen if you stepped on the parachute on the slick floor? Why? What is the opposite of fast? What was it like to go under the parachute? What body parts are over the parachute when you are holding it? What did we have to do to make this work? What can we do to mushroom the parachute better? | What is a parachute? Have you ever used a parachute? What does fit mean? Do you think you are fit? What do you think would happen if you stepped on the parachute on the slick floor? Why? What is the opposite of fast? What was it like to go under the parachute? What body parts are over the parachute when you are holding it? What did we have to do to make this work? What can we do to mushroom the parachute better? | What is a parachute? Have you ever used a parachute? What does fit mean? Do you think you are fit? What do you think would happen if you stepped on the parachute on the slick floor? Why? What is the opposite of fast? What was it like to go under the parachute? What body parts are over the parachute when you are holding it? What did we have to do to make this work? What can we do to mushroom the parachute better? | What does it mean to be still? How would you show control of your body? What is something that can be tight? of body parts. Why do you think you had trouble being still? What changes can you make to improve your control? How can you improve your tightness? Why do you think the wide support was better? Do you feel stable? What does stable mean? What is the advantage of having more body parts on the floor? What is your favorite balance? Why? |
| **Homework:** *(If applicable)* | **Homework:** *(If applicable)* | **Homework:** *(If applicable)* | **Homework:** *(If applicable)* | **Homework:** *(If applicable)* |
| Practice skipping and galloping at home. | Tell someone how you got stronger muscles in PE today. | Tell someone how you got stronger muscles in PE today. | Tell someone how you got stronger muscles in PE today. | Practice the different balances we did today. |
| **Reflection:** *(optional)* | **Reflection:** *(optional)* | **Reflection:** *(optional)* | **Reflection:** *(optional)* | **Reflection:** *(optional)* |
|  |  |  |  |  |
| **Notes:** | **Notes:** | **Notes:** | **Notes:** | **Notes:** |
| **Cones set out for barns.**  **Students will not master gallop or skip at this age group.** | **Parachute** | **Parachute** | **Parachute** | **Balance puzzle cards.** |

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| **Assessments** *(all that apply)* | | **Assessments** *(all that apply)* | | **Assessments** *(all that apply)* | | **Assessments** *(all that apply)* | | **Assessments** *(all that apply)* | |
|  | Unit/Chapter Test |  | Unit/Chapter Test |  | Unit/Chapter Test |  | Unit/Chapter Test |  | Unit/Chapter Test |
|  | Quiz |  | Quiz |  | Quiz |  | Quiz |  | Quiz |
|  | Project |  | Project |  | Project |  | Project |  | Project |
|  | Group Assignment | **X** | Group Assignment | **x** | Group Assignment | **X** | Group Assignment |  | Group Assignment |
|  | Study Guide |  | Study Guide |  | Study Guide |  | Study Guide |  | Study Guide |
| **X** | Oral Presentation | **X** | Oral Presentation | **X** | Oral Presentation | **X** | Oral Presentation | **X** | Oral Presentation |
|  | Graphic Organizer |  | Graphic Organizer |  | Graphic Organizer |  | Graphic Organizer |  | Graphic Organizer |
| **X** | Real World Solutions | **X** | Real World Solutions | **X** | Real World Solutions | **X** | Real World Solutions | **X** | Real World Solutions |
| **X** | Written Response |  | Written Response |  | Written Response |  | Written Response |  | Written Response |
| **X** | Teacher Observation | **X** | Teacher Observation | **X** | Teacher Observation | **X** | Teacher Observation | **X** | Teacher Observation |
| **X** | Other: peer, checklist | **X** | Other: | **X** | Other: | **X** | Other: | **X** | Other: peer, checklist |
| **Feedback** *(all that apply)* | | **Feedback** *(all that apply)* | | **Feedback** *(all that apply)* | | **Feedback** *(all that apply)* | | **Feedback** *(all that apply)* | |
| **X** | Verbal | **X** | Verbal | **X** | Verbal | **X** | Verbal | **X** | Verbal |
| **X** | Written | **X** | Written | **X** | Written | **X** | Written | **X** | Written |
| **X** | Student to Student | **X** | Student to Student | **X** | Student to Student | **X** | Student to Student | **X** | Student to Student |
|  | Other: |  | Other: |  | Other: |  | Other: |  | Other: |
| **Problem Solving** *(all that apply)* | | **Problem Solving** *(all that apply)* | | **Problem Solving** *(all that apply)* | | **Problem Solving** *(all that apply)* | | **Problem Solving** *(all that apply)* | |
| **X** | Abstraction | **X** | Abstraction | **X** | Abstraction | **X** | Abstraction | **X** | Abstraction |
| **X** | Categorization |  | Categorization |  | Categorization |  | Categorization | **X** | Categorization |
|  | Drawing Conclusions | **X** | Drawing Conclusions | **X** | Drawing Conclusions | **X** | Drawing Conclusions | **X** | Drawing Conclusions |
| **X** | Observing and Experimenting | **X** | Observing and Experimenting | **X** | Observing and Experimenting | **X** | Observing and Experimenting | **X** | Observing and Experimenting |
|  | Predicting Outcomes | **X** | Predicting Outcomes | **X** | Predicting Outcomes | **X** | Predicting Outcomes | **X** | Predicting Outcomes |
| **X** | Generating Ideas |  | Generating Ideas |  | Generating Ideas |  | Generating Ideas | **X** | Generating Ideas |
|  | Justifying Solutions |  | Justifying Solutions |  | Justifying Solutions |  | Justifying Solutions |  | Justifying Solutions |
| **X** | Improving Solutions | **X** | Improving Solutions | **X** | Improving Solutions | **X** | Improving Solutions | **X** | Improving Solutions |
| **X** | Creating and Designing | **X** | Creating and Designing | **X** | Creating and Designing | **X** | Creating and Designing |  | Creating and Designing |
|  | Identifying Relevant/Irrelevant Info |  | Identifying Relevant/Irrelevant Info |  | Identifying Relevant/Irrelevant Info |  | Identifying Relevant/Irrelevant Info |  | Identifying Relevant/Irrelevant Info |
|  | Other: |  | Other: |  | Other: |  | Other: |  | Other: |
| **Grouping** *(all that apply)* | | **Grouping** *(all that apply)* | | **Grouping** *(all that apply)* | | **Grouping** *(all that apply)* | | **Grouping** *(all that apply)* | |
| **X** | Whole Group | **X** | Whole Group | **X** | Whole Group | **X** | Whole Group | **X** | Whole Group |
|  | Small Group |  | Small Group |  | Small Group |  | Small Group | **X** | Small Group |
| **X** | Pairs | **X** | Pairs | **X** | Pairs | **X** | Pairs | **X** | Pairs |
| **X** | Individuals | **X** | Individuals | **X** | Individuals | **X** | Individuals | **X** | Individuals |
|  | Other: |  | Other: |  | Other: |  | Other: |  | Other: |
| **Materials/Resources** | | **Materials/Resources** | | **Materials/Resources** | | **Materials/Resources** | | **Materials/Resources** | |
| **X** | Computer | **X** | Computer | **X** | Computer | **X** | Computer | **X** | Computer |
|  | Manipulative | **X** | Manipulative | **X** | Manipulative | **X** | Manipulative |  | Manipulative |
|  | PowerPoint/Software |  | PowerPoint/Software |  | PowerPoint/Software |  | PowerPoint/Software |  | PowerPoint/Software |
| **X** | Projection Device | **X** | Projection Device | **X** | Projection Device | **X** | Projection Device | **X** | Projection Device |
|  | Printer |  | Printer |  | Printer |  | Printer |  | Printer |
|  | Worksheets/Handouts |  | Worksheets/Handouts |  | Worksheets/Handouts |  | Worksheets/Handouts |  | Worksheets/Handouts |
|  | Internet Resources |  | Internet Resources |  | Internet Resources |  | Internet Resources |  | Internet Resources |
|  | Dry Erase Boards |  | Dry Erase Boards |  | Dry Erase Boards |  | Dry Erase Boards |  | Dry Erase Boards |
|  | Textbook/Workbook |  | Textbook/Workbook |  | Textbook/Workbook |  | Textbook/Workbook |  | Textbook/Workbook |
|  | Other: Chalkboard |  | Other: |  | Other: |  | Other: |  | Other: |
| **Differentiation** *(all that apply)* | | **Differentiation** *(all that apply)* | | **Differentiation** *(all that apply)* | | **Differentiation** *(all that apply)* | | **Differentiation** *(all that apply)* | |
| **X** | Content | **X** | Content | **X** | Content | **X** | Content | **X** | Content |
| **X** | Process | **X** | Process | **X** | Process | **X** | Process | **X** | Process |
| **X** | Product | **X** | Product | **X** | Product | **X** | Product | **X** | Product |
|  | Tiered Assignments |  | Tiered Assignments |  | Tiered Assignments |  | Tiered Assignments |  | Tiered Assignments |
| **X** | Flexible Grouping | **X** | Flexible Grouping | **X** | Flexible Grouping | **X** | Flexible Grouping | **X** | Flexible Grouping |
|  | Learning Centers |  | Learning Centers |  | Learning Centers |  | Learning Centers |  | Learning Centers |
|  | Other: |  | Other: |  | Other: |  | Other: |  | Other: |
| **Student Thinking** | | **Student Thinking** | | **Student Thinking** | | **Student Thinking** | | **Student Thinking** | |
| **X** | Analytical | **X** | Analytical | **X** | Analytical | **X** | Analytical | **X** | Analytical |
| **X** | Practical | **X** | Practical | **X** | Practical | **X** | Practical | **X** | Practical |
| **X** | Creative | **X** | Creative | **X** | Creative | **X** | Creative | **X** | Creative |
|  | Research-Based |  | Research-Based |  | Research-Based |  | Research-Based |  | Research-Based |
|  | Other: |  | Other: |  | Other: |  | Other: |  | Other: |
| **Accommodations for SpEd/504** | | **Accommodations for SpEd/504** | | **Accommodations for SpEd/504** | | **Accommodations for SpEd/504** | | **Accommodations for SpEd/504** | |
| **X** | Preferential Seating | **X** | Preferential Seating | **X** | Preferential Seating | **X** | Preferential Seating | **X** | Preferential Seating |
| **X** | Extended Time |  | Extended Time |  | Extended Time |  | Extended Time | **X** | Extended Time |
|  | Small Group |  | Small Group |  | Small Group |  | Small Group |  | Small Group |
|  | Peer Tutoring |  | Peer Tutoring |  | Peer Tutoring |  | Peer Tutoring |  | Peer Tutoring |
| **X** | Modified Assignments | **x** | Modified Assignments | **X** | Modified Assignments | **X** | Modified Assignments | **X** | Modified Assignments |
|  | Other: |  | Other: |  | Other: |  | Other: |  | Other: |
| **Lesson Notes:** | | | | | | | | | |
| **Assessments: Oral Presentation- naming and describing pathways and levels previous learned. Real World- where would we perform locomotor movements or see pathways and levels we are currently learning. WrittenTeacher observation- l look for cues as written in standards. Peer have peer discussion about movement. Check list- for proper form and deciding levels.**  **Problem solving: abstraction- take key components of skills already learn and understand the relationship to new skills. Categorization: sort locomotor movements into similarities and differences. Observing and experimenting by doing incorrectly then correctly noticing position of body. Generate ideas on how to improve movement. Improving solutions- how we can fix an incorrect locomotor movement. Creating and Designing own movements during rhythm and locomotor practice.**  **Feedback: verbal specific about form. Written- locomotor movements on sheet and write note home to those who excelled and need to practice. Student to student discussion on the different locomotor movements.** | | | | | | | | | |